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ABSTRACT

In this document are standards for Iranian senior college libraries. A four year or senior college may provide a liberal arts education or preparation for a particular profession, like nutrition or banking. These standards have been adapted from foreign library standards to fit the Iranian situation. They have been established to guide Iranian academic librarians seeking to know the factors normally associated with good quality library service. The standards are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian libraries can meet any of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also. It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. (LI 004244 through 004246, and LI 004248 through 004267 are related.) (Author)

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IRANIAN SENIOR COLLEGE LIBRARY STANDARDS

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1. Introduction

In this document are standards for Iranian Senior College libraries. A four year or Senior College may provide a liberal arts education or preparation for a particular profession, like nutrition or banking. These standards have been adapted from foreign library standards to fit the Iranian situation. They have been established to guide Iranian academic librarians seeking to know the factors normally associated with good quality library service. The standards are neither intended to lead to poor service nor to outstanding service, but to a level of good service in between. Further, they are considered to be minimum, not maximum, standards, though it is probable that few Iranian libraries can meet many of them initially. On the other hand, the library which has reached a particular standard should not be completely satisfied with its accomplishment but should continue to improve until it can give outstanding service in that area and can reach the standards in other areas, also.

It should be clear that the purpose of these standards is to improve Iranian libraries, not to standardize them. Each institution should develop along lines best suited to its own unique situation and clientele, some emphasizing one area, others emphasizing another. Each set of standards should be interpreted in the light of the aims and needs of the institution served. No two institutions are exactly alike. However, there are many common concerns, areas of administration and service in all of them with which the standards deal.

Merely achieving these standards will not, however, necessarily guarantee good service. Certain factors are normally associated with good service but are not themselves service factors. For instance, allocating 5% of the institutional expenditures to the library does not guarantee that the money will be spent wisely. Each standard must be carried out in its original spirit before library service will be superior.

Standards are the criteria by which library services may be measured. A standard refers

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to a definite degree of any quality and is the measure of what is adequate or sufficient for some purpose. It is a goal to be achieved, but does not constitute an ideal, which instead, might require reaching a score at least triple that of the standard. A standard should provide a stimulus for future development and an instrument to assist decision and action by librarians and administrators.

This set of standards is designed to provide a guide to the development and evaluation of four year Iranian college libraries. Their task is both more complex and more comprehensive that the task of the junior college library. These standards may also be used for university faculty and department libraries in the many subject fields in which instruction is given at the four year level. In reflecting changing conditions these standards are intended to give practical assistance for dealing with everyday problems and persuading college administrators that certain minimum library standards must be met. They are intended to measure present achievements rather than set ideal goals for the future. Further, they are intended to set measures of performance recognized as models for imitation. These standards apply to all Iranian four year college libraries. The standards should be interpreted in a spirit that will enable Iranian college libraries not only to maintain but to strengthen their position in the face of new challenges.

The primary characteristic of a good library is its complete institutional identification, and a measure of its excellence is the extent to which its resources and services support institution objectives. Since it must support a particular educational program, every library must be evaluated in its own setting as well as by comparison with standards. Therefore, a prerequisite for library evaluation is an understanding of the institution's mission. With that information, the resources needed to accomplish the task can be identified and library evaluation begun. The process can be summarized in a series of questions: What access to the world's intellectual and creative resources does this institution's educational program require? To what extent are these resources now available and accessible? How can their availability and accessibility be increased and their use encouraged?

These standards have been prepared for use by the Ministry of Science and Higher Education and the Institute for Research and Planning in Science and Education. Also, they may be useful in teaching library administration and academic library courses in Iranian library schools. They have been developed with the cooperation of librarians and educators who have made helpful suggestions. The standards should be revised after five years of experience of using them. Assistance in interpreting and in using them will be provided by the Tehran Book Processing Centre Planning Department.

2. Functions

The library should be the most important intellectual resource of the Iranian academic community. Its services, given by a competent staff of adequate size, should be geared to implement the college's general and specific programs. Its collections should stress those areas central to the institution's curriculum. No artificial barriers should separate library from classroom or staff from teaching faculty. Beyond supporting the instructional program to the fullest extent, the library should meet the legitimate demands of all its patrons, from advanced research to freshman papers, help faculty members keep abreast of their fields, assist in the counseling program by providing occupational and vocational materials, play a cooperative role in the community, and cooperate with the entire Iranian scholarly world.

The objectives of Iranian Senior college libraries are to

a) Provide the books, periodicals, audio-visual and related materials needed in connection with the college educational program.

b) Provide conveniently arranged and comfortable physical facilities for study and reading.

c) Study the part which book use plays in the institution's educational work and the ways of facilitating this use.

d) Provide students with guidance in using library materials.

e) Provide books of a general and recreational character.

f) Preserve college historical records.

g) Provide access to the resources of other Iranian and foreign libraries on behalf of local faculty and students, through active inter-library cooperation in the Iranian Information Network.

Each library should have its own specific objectives clearly defined and written out. The standards to be followed in attaining these objectives should be clearly understood.

3. Structure and Government

Each academic institution should take full responsibility for complete library service to its own students, faculty, and staff. Iranian public and university libraries nearby can be useful to supplement facilities, but they cannot replace them.

The chief librarian should be responsible to the college president. Since the library is an important department serving the entire institution, the chief librarian should rank with other leading administrative officers as a department head. Any administrative or budget ruling affecting library welfare should be made only after discussion with the chief librarian. Primary concern with the academic program should lead to a close relationship with the academic dean, also. The chief librarian should be a member of the curriculum committee and any other group whose activities will affect library service.

The faculty is deeply concerned with the library; it is of primary importance in their instructional program and their professional growth. An alert faculty never allows a library to suffer from neglect or to diverge from the educational program. Neither does a good faculty concern itself with internal administration.

An advisory faculty library committee should be appointed by the president or elected by the faculty. It should include representatives of various college departments and consist of both senior and junior faculty members, chosen for their demonstrated library interest beyond departmental concerns. The chief librarian may serve as secretary, though it is advisable that he not be chairman on the formulation of library policy and acts as a liaison between the faculty as a whole and the library. It should

keep itself thoroughly informed, guard and advance library interests, and report frequently to the faculty for discussion, counsel, or confirmation.

Also, a student library committee may be established to provide better liaison with the student body. This committee should rank equally with the faculty library committee and should bring students' suggestions to the chief librarian and library problems to the students. The committee's functions should be clearly defined.

The library should be organized logically and lines of authority clearly drawn. The chief librarian must assume responsibility for library administration. The staff should be appointed on the recommendation of the chief librarian and should be directly responsible to him. A clear-cut job description must be made for each staff member. Staff communication channels should be well defined and used very frequently. Frequent consultation with staff members on policies and procedures will promote a friendly atmosphere and strengthen staff morale.

When establishing a new institution, the library is one of several departments which must be started at least a year before students course work. An early start will allow time to order supplies and equipment, to select, order, catalog, prepare and shelve books and other materials, and to have them ready for use on the first day of classes. The chief librarian must be hired and reading room and office quarters assigned at least a year in advance. Not only will the chief librarian be needed early but several of his assistants, particularly in processing, must be appointed early, also, before most of the faculty members are hired. The library should be one of the first buildings to be constructed on a new Iranian campus. The Tehran Book Processing Centre (Tebroc) can be helpful in selecting and processing a beginning library collection.

The library has a public relations role to play in interpreting its services to students, faculty and administration. Good public relations are very important in stimulating library use. Such activities as releasing annual and monthly reports, publishing handbooks, lecturing on library facilities, describing the library in the college catalog, and using newspaper, radio, TV, bulletin boards, posters, booklists, book bulletins, displays, orientation courses, and tours are helpful.

Regular monthly and annual reports should describe progress, accomplishments and goals reached, as well as weaknesses remaining in the library's program. Such evaluations should estimate library needs, identify strengths and edficiencies, and state the goals to be achieved in a given period of time. The following topics may be included:

a) State of the collection
b) Library use figures, trends, changes, and attempts to improve usefulness.
c) Statistics of book processing
d) Personnel actions
e) Improvements in physical quarters
f) Special administrative problems
g) Recommendations for the future

In order to prepare such reports properly, the library must keep the statistical records necessary to give a clear picture of its activities to the college president, to its own staff and to related groups as well. Reports should be made by day and month. Such statistics as those for salaries and wages, and expenditures for books, periodicals, binding, supplies, equipment, remodeling and other items will be useful. In addition, the circulation of material on the campus and for inter-library loan should be covered as well as the number of reference questions answered.

4. Budget

Inevitably, the budget size determines the scope and effectiveness of the Iranian college library program. The library's holdings, the type of college served, the size of faculty and student body, the variety of subject fields covered, and the extent to which textbook teaching is still practiced, as opposed to the use of supplementary readings, are factors influencing budget needs.

The library budget should be determined in relation to the total institutional budget for educational and general purposes, but the library allocation should be based upon a program of optimum service in support of college goals. As outlined in these standards, the execution of the library program normally requires at least 5% of the total educational and general budget. Educational and general means operating expenditures for administration, instruction, research, extension services, plant operation and maintenance, and organized activities related to instructional departments. This percentage is for a well established library with a good collection of materials. With a rapid increase in enrollment, course offerings, graduate programs, independent study programs, or audio-visual programing, it should be augmented. The library budget for a newly organized college should be considerably higher than normal during the period when it is acquiring a basic collection. It should be remembered that library budget changes must anticipate enrollment changes by several years to give time to select, acquire, organize and service the added material.

A per student expenditure figure provides another comparison of library support. College libraries should average an annual expenditure of 400 tomans per full-time student including 200 tomans per student for materials. Normally the library budget should be allocated as follows: Staff, at least 50%, materials 45%, general expenses 5%.

The chief librarian should plan and administer the library budget. Allocation of funds within the budget should be his responsibility, also. He should plan a balanced library program, correct deficiencies in the collection, and plan for future needs. The library should be given a written statement of the total annual budget available for personnel, materials,

supplies, equipment and other expenses. When allocated, the chief librarian should control it fully.

To coordinate efforts more efficiently and avoid overlaping responsibilities, all library material purchased with college funds should be ordered only with the chief librarians under his control, written approval be kept and normally be housed in the college library. Likewise, all funds for the purchase of library supplies and equipment should be under library control. University funds can be used more wisely and efficiently with this arrangement. Also, for the same reason, all personnel employed in college libraries and their salaries should be under the chief librarian's control and be part of his budget.

5. Personnel

The library should be operated by a broadly educated and highly qualified staff under the direction of a professional chief librarian. In all cases, professionals are librarians who have graduated from an approved Iranian or foreign library science curriculum leading to an undergraduate Bachelors major or a graduate Masters degree.

The chief librarian is responsible for the development of a major element in the institution's intellectual life. He needs the skill to direct a complex organization well, but his thinking and planning must be those of a teacher and scholar, not a curator or technician. Professional qualifications alone are not enough; he must earn the respect of his colleagues as an educator. He must be able to relate the library properly to the curriculum and ensure good communication in both directions. He should have full and final control over all library personnel.

The chief librarian should have library experience, good administrative ability, scholarly interests, an understanding of the academic program, and the ability to work successfully in developing projects with students, faculty and adminstration. He should be a person in whom staff members, faculty and administration will have confidence. If possible, he should have had some opportunity to observe excellent foreign

college libraries, and better yet, to have worked in them. No faculty member should be made library head, unless he is alert, vitally interested in building up heavy collection use, a well organized and hard working administrator, freed from other teaching and administrative duties, and no professional librarian is available.

Professional librarians should have full faculty status, ranks, and titles, with the benefits enjoyed by the teaching staff, tenure, sick leave, vacations, retirement plan, and sabbaticals. The salary schedule should be the same as that for the teaching faculty. For all other staff members, also, if their background, experience, and positions are similar to those of other college staff members, then their pay and benefits should be similar. Librarians should do graduate work in areas contributing to their effectiveness. Provision should be made for recognizing exceptional ability through promotion or salary increases.

In addition to professional librarians, the library should have an adequate non-professional staff. Care should be taken that professionals are not assigned clerical work because this is wasteful and demoralizing. Subprofessionals who have bachelors degrees in other subject fields will be needed as well as capable bilingual typists and reliable clerks. Student assistants may be employed in a variety of clerical and subprofessional tasks, also. Maintenance personnel will complete the staff. Typical non-professional duties require bookkeeping, typing, searching, acting as a secretary, work, filer, janitor or cleaner.

Staff members must be chosen with care, since they perform such a variety of important educational functions. Good personal relationships and high staff morale influence communication favorably. In recruiting staff, the chief librarian should avoid persons with personality and emotional problems which will hinder communication and lower morale. Staff members should be hired on temporary contracts until he is sure of their success on the job. All staff members should work full-time, and should be hired on the basis of their promise as hard workers, not because they are relatives or friends of staff members or have political influence. Women should receive equal consideration with men for every position.

Personnel matters must be controlled by the library administration in line with college personnel policies. There should be close liaison with the college personnel officer on matters affecting both professional staff. In-service training should acquaint staff members with library purposes and functions and more intensive procedural training should be given within their own departments.

Staff size will vary with institution and faculty size, type of library organization, service required, size, character and growth rate of the collection, the teaching methods used, types of curricula and building arrangement. Table I summarizes minimum staff size recommendations.

The ratio between the various levels of full-time staff members should be approximately the following:

Professionals	1
Subprofessionals	3
Typists	3
Clerks and janitors	2
Student Assistants (part-time, including typists)	2
	11

Table II is a suggested Iranian college library organization chart. It should confirm the fact that professionals, subprofessionals, typists, clerks and students are useful to the library in that order. The first three professionals hired should work, one each, in administration, service, and processing. Few Iranian college libraries have as many capable subprofessionals and bilingual typists as they need; in fact, many are still searching for qualified professionals.

6. The Collection

The collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilms, microcards, and other materials must be selected and organized to support the Iranian institution's educational program. The collection should meet the full curricular needs of the undergraduate and graduate students and be easily accessible to them. Also, it should assist faculty members in professional growth and provide for book-oriented independent

study program. Every college library should have a collection growth and development policy outlining (1) subject areas of great interest in which research and graduate work are carried on and where extensive and intensive coverage is required, (2) areas of moderate interest to serve an undergraduate major curriculum, and then (3) areas of minor interest where only reference and other basic books need be purchased.

The basic collection should contain essential reference material of all kinds, monographs and textbooks in all subject fields covered by the college, and serial subscriptions in sufficient numbers to provide current examples of modern thought in all fields relevant to the curriculum.

Obviously, one person cannot carry out a material selection program alone. Identification of the material to support instruction and stimulate research in a given field demand a scholar's knowledge plus a librarian's skill. Librarians can organize and give technical competence to such a project but must use their professional colleagues to identify the resources required for both undergraduate and advanced students and faculty. The librarians who work with them must guard balance and coverage and have a good knowledge of the scholar's field and the teacher's problem.

In addition to curricular materials, the collection should contain the standard volumes representing the heritage of world civilization. These works should be continuously supplemented by books satisfying recreational reading needs. The collection should introduce students to their Iranian and world heritage, provide them with a background of information about other cultures and instill in them the enthusiasm for books from which hopefully will spring the life-time habit of good reading. There should be a strong and up-to-date reference collection of the most authoritative works in all major fields. This collection must not be restricted to curricular subjects nor to Persian language publications. In fact, foreign language publications will make up the majority of materials in certain curricular fields.

Useful selection tools include:

1. The Iranian bibliography published annually by the Tehran Book Society and the monthly bibliography of the National Library, Tehran.
2. The bibliographies published by the Iranian Documentation Centre, Tehran, useful for selecting Iranian books.
3. Enteghade Ketab for Iranian book reviews.

4. Rahnema Ketab, for Iranian books.
5. Ayandegan Newspaper
6. Nameye Daneshkadeh Pezeshki
7. Choice (American Library Association), useful in selecting American books.
8. Books in Print, Bowker, USA.
9. British Council, British Book News, useful for selecting British books.
10. Whitakers Annual, Whitaker, U. K.
11. La Librarie Francaise, Paris, La Cercle de la Librarie.

The library's periodical list should be well balanced and chosen to meet student requirements for collateral course reading, provide some research material to keep the faculty up-to-date, and afford through-provoking recreational reading for the entire community. Serial indexing and abstracting bulletins and the titles covered by them should lead the list. Newspaper subscriptions should provide coverage at the national and local levels; also, they should include one or more leading foreign papers. Various foreign political viewpoints should be represented. To some extent, the selection of new serial titles may be taken from standard lists, e. g., Soltani, P., Directory of Iranian Periodicals, Tehran, Irandoc; Aboozia, P., Directory of Iranian Newspapers, Tehran, Irandoc; International Periodicals Directory, New York, Oxbridge; Koltany, E., Irregular Serials and Annuals, an International Directory, New York, Bowker; and Ulrich, C., International Periodical Directory, New York, Bowker, U.S.A. All serials should be checked into a visible kardex type file which will facilitate proper record keeping and claiming. It is essential that major journals and newspapers be bound systematically or preserved in microtext form for reference use.

A government document is a publication issued by a local, ostan, national or international government. A college library should provide access to useful Iranian and foreign documents within its fields of study. In teachers training colleges, students should be provided with the opportunity to become familiar with the audio-visual materials, childrens and young adults books, textbooks and other curricular material eventually

helpful in their teaching careers. College archival material should be collected and preserved, also. Manuscripts and rare books are seldom useful in college libraries so should not be collected.

Audio-visual materials are an important part of modern instruction, and the library should take the initiative in providing them, if no other agency on the campus does so. The program should an integral part of the library's functions. No audio-visual program can succeed without adequate facilities for equipment and material use, however. The same high selection standards used for books apply to films and recordings, also. A trained staff member and budget allotment should be provided for these materials which should be indexed in the library's catalogs where they can be located easily.

A substantial portion of the book budget may be divided among subject fields, basing the allotments on information from the teaching departments. All subject field purchases should be charged to the departmental allotment and spent under the department chairman's supervision. Professional staff members may initiate orders in all fields; those in the acquisitions and reference departments are expected to do so. Funds uncommitted in the departmental allotments four months before the end of the fiscal year should revert to the general book fund. Faculty departmental material budget distribution should be based on the

1. Size and quality of the present library collection in the field
2. Relative book cost in the field
3. Extent of the graduate program offered
4. Extent of the undergraduate course work given
5. Teaching methods, lecture-textbook vs. reading oriented
6. Amount of research requiring library resources
7. Number of faculty members in the field
8. Number of students in the field
9. Availability of books in the field.

A substantial portion of the material budget beyond fixed serial and reference costs, at least 30%, should be reserved for direct library staff purchase of

1. Reference books

2. Replacement copies
3. Duplicate copies for reserve
4. Recreational books
5. Filling collection gaps
6. Publications classified in no college department
7. Works which cross subject lines
8. Expensive sets
9. Anticipation of future book needs
10. Special projects requiring book support

The appropriateness of the collection for the instructional and research programs of students and faculty, its adequacy to stimulate in breadth, depth, and variety, its accessibility, including proper cataloging, are vital. Library holdings should be checked frequently against standard bibliographies, both general and subject, Persian and foreign, as a reliable measure of their quality. A high percentage of listed titles relevant to the college program should be included. Strong institutions will demand large and rich collections. The size of the college library bookstock is an important indication of its value. In order to give minimum service to any institution of its type the minimum size must be reached. Collection size is determined by the nature of the and size of the curriculum, number of graduate programs, faculty demands, instruction methods and enrollment. It is very difficult for an Iranian college library to support an instructional program effectively if it contains fewer than 25000 carefully chosen volumes. Furthermore, a steady growth is essential to a good library. Works of contemporary importance should be available in duplicate copies, particularly when needed for course reserve, but the quality of the collection should not be sacrificed to unnecessary duplication. No lapses can be permitted in support because of the gaps they will make in serial and book holdings. Attempts at book selection censorshipmust be resisted.

Gifts should be accepted only when they increase library collection strength and carry no unreasonable restrictions. They should be integrated with the regular collection, not shelved separately. Book and serial obsolescence rates vary greatly, but in the field of education they have been estimated to be 30% during the first decade of a book's life, 50% in the next decade, and up to 95% in the following decade . Obsolete books, superseded

editions, old recreational periodicals, broken files of unindexed journals and reference works, superfluous duplicates, and worn out or badly marked volumes should be weeded annually with the advice of faculty members. They may be boxed and stored with catalog cards pulled or sent to the Iranian Duplicate Exchange Union of the Iranian Documentation Centre for exchange with other libraries.

7. Processing

Central acquisitions and cataloging should be required for the entire campus. Materials should be purchased from local and foreign jobbers, dealers and publishers. Their service should be prompt, honest, and accurate. While they should follow the library's order instructions carefully, frequent correspondence will be necessary to clarify orders and reports.

The annual work output of each acquisitions employee should equal at least 2500 book and serial titles ordered and received. In other words, a full-time acquisitions department staff of three people should be able to order and receive 7500 titles each year. In a separate acquisitions department, one professional is required for every 5000 titles ordered annually. When fewer than 5000 titles are ordered annually, acquistions should be combined with cataloging into one processing department. The periodical processing staff should equal one person per 300 titles received. Time limits from receipt of request to placing the book order:

Simple current material	1 week
Rush requests	1 day
Second-hand items	1 day
Obscure items	1 month

Books cleared through the acquisitions department after receipt of invoices:

Regular items	1 week or less
Rush items	1 day

Unintentional duplication should be minimized, 1% of the titles received being an acceptable margin of error. However, for expensive titles, the margin of error should be even lower. For unusual titles, where searching is very difficult and expensive, the margin can be somewhat higher. When bulk purchases are made, duplicates may be accepted

to obtain other needed material. On every title ordered, the library should provide full information for the dealer, but the cost of extensive searching must be considered, also. Orders should be placed by ship mail for Africa, Asia and America or by truck for Europe. Rush items may be ordered byair mail. All order correspondence should travel by air mail. All books and bound serial volumes added to Iranian government libraries should first be entered in an accession book.

The materials should be fully cataloged and classified for efficient use. There should be close coordination and no duplication of work between acquisitions and cataloging departments. Under normal circumstances volumes should be cataloged within one month ofbeing received in the catalog department, never longer than three months. All material should be completely processed and ready for the shelves within one week after cataloging. Cards should be filed in catalogs at the same time as volumes are sent to the shelves.

When original cataloging is done, a monthly average production should be expected of 200 Latin titles per full-time professional cataloger with supporting staff,or somewhat above one per hour worked. For Persian and Arabic original cataloging, one title every three hours or 60 titles per month should be expected. Printed cards may be ordered from the Library of Congress for American, British Museum for British, and the Tehran Book Processing Centre for both foreign and Persian titles. All sources are quite inexpensive. They should be checked by subprofessionals and revised by a professional. A monthly average printed card production of 500 Latin and Persian titles per professional cataloger should be expected, This equals about three titles an hour. A competent professional cataloger should be able to work without supervisory revision after one year of experience.

Non-professional work standards:

Filing	60 cards per hour
Revising filing	150 cards per hour
Finishing catalog cards (typing of added entries, stamping, etc.)	70 cards per hour
Master card typing, Latin	20 cards per hour
Master card typing, Persian	15 cards per hour

The following cataloging tools should be used:

a. Anglo-American Cataloging Rules, 1967, American Library Association, Chicago, in the University of Tehran Central Library translation. Separate Persian adaptations by Tebroc are available also.

b. Library of Congress Subject Heading List, plus the Persian subject headings developed by the Tehran Book Processing Centre.

c. Library of Congress Classification Schedules with as few modifications as possible, except those for Iranian history, religion and literature developed by the Tehran Book Processing Centre, or else the Dewey Decimal Classification (Forest Press, Lake Placid, N.Y.)

d. ALA Rules for Filing Catalog Cards plus those developed by the Tehran Book Processing Centre for Persian cards.

e. Printed National Union Catalog (available at the Tehran Book Processing Centre).

f. Cutter Sanborn Author Number Tables plus the Persian author number tables developed by Amir Nikbakht and the Tehran Book Processing Centre.

The catalog department should be responsible for the maintenance of:

a. A public (main or union) dictionary catalog near the circulation desk to cover all campus libraries. Alternatively, consideration should also be given to use of the classified public catalog which will locate cards for all titles in one numerical sequence, or else a divided catalog with author's and titles in one file and subjects in another.

b. Duplicate faculty library catalogues, if needed

c. A union shelf list in the catalog department

d. Duplicate faculty library shelf list, if needed

e. Authority files: subject, name, series, in the catalog department.

8. Public Services.

Student use—the ultimate test of library effectiveness—is the result of many forces, including habit, convenience, the availability and attractiveness of quarters, staff personalities, and the way librarians and instructors work together, but chiefly of the faculty's teaching methods. If the Iranian library is not serving as fully as it might, probably lecture-textbook or other unimaginative teaching is still being used. A stimulating instructor creates an inquiring student who develops resourcefulness because he wants more than routine methods will give him. Thus, good teaching and good librarianship unite to produce skilled, self-reliant, habitual library users. Independent and honors work provide an especially favorable climate for it.

The chief librarian should work closely with faculty members planning new courses and trying new educational ideas. The effectiveness of library use instruction will be reflected in the extent and character of student use. It is particularly important to keep faculty members and students regularly informed of new acquisitions. Each library should circulate a minimum of one book per student per month while classes are in session. Half of this circulation should be reserve and half general material. Superior teaching, book resources, physical quarters, and students will encourage reading much above this figure. In another decade this figure should double and the ratio of general to reserve circulation should increase.

Public service standards are related to the type of work done, irrespective of departmentation. Normally, the library should be open twelve hours a day, six days a week. Longer reading room hours should be provided during final examination periods. General reading should be encouraged by displays, booklists and staff book knowledge. Except for closed reserve books, all college books should be on open shelves and available to every student and faculty member every hour the library is open.

Iranian universities receive substantial support from the government and should be prepared to cooperate with public, school, special, and college libraries in their ostans and elsewhere. Responsible persons and community organizations should be given reference, photocopy, reading room and circulation service, even though they have no formal college affiliation. The library must serve all students equally, whether enrolled on the main campus or in extension courses in a nearby city, and no matter what the student's faculty. Special borrowing priviliges should be given to students from other universities and to alumni.

In circulation work, the staff supervises and records library material use. Public photocopy service may be included in these activities. Service standards and practice should the same in all campus libraries. By means of his university registration card, including a photograph, the Iranian borrower may be required to identify himself before charging out material. The library should maintain a file of the correct and up-to-date names and addresses of all borrowers, students, faculty, and others. No fee should be charged the student for becoming library user, but fines may be charged for overdue books. For every piece of material loaned, the loan system should supply the location and the date due. Quick access to information is as important as charging and discharging speed.

Books may be put on reserve in multiple copies for periods varying from hour to one week. Faculty members should indicate the titles to be placed on reserve, the class enrollment, and the number of pages required in each title. The number of copies will range from one for every six students in the course to one for every twenty students.

In reference work, the library staff assists readers in using the card catalog, in locating material to answer specific questions, and to provide background reading for term papers and research. An efficiently organized reference service should provide direct and supporting service to readers.

Direct service consists of

a) Instruction. Formal group library use instruction should be available to all readers.

b) Guidance. Students and faculty should be guided individually to resources in their own and other libraries and assisted in using them.

c) Assistant Policy. Users should be guided in using the library rather than either being ignored or the needed information found for them. They should be taught how to use the library successfully and independently.

Every new student and faculty member should receive one hour of instruction in library use, preferably more, especially for graduate students and faculty members carrying on research. Informal short courses and special tours may be offered for the latter groups. Undergraduate instruction should include use of the major types of reference books and subject bibliographies. Voluntary library orientation programs should be well publicized to attract many students. A handbook should provided which explains the library's collection and services. Instruction in interpreting the catalog and the classification scheme should be included as well as acquisition policies and reserve book service.

Supporting service consists of

a) Adequate quarters and equipment

b) A good collection of standard Persian and foreign reference books kept current by checking and purchase against authoritative lists.

c) A sufficient number of staff members familiar with the reference collection and typists to support them. As the collection grows, there will be increasing need for staff members with varied and intensive subject knowledge. Service quality is increased by staff specification.

The chief librarian should realize the benefits to be derived from pooling resources with other libraries. Such cooperation should enrich the material available locally and save money, also. He should cooperate with

other libraries in material purchasing to avoid unnecessary duplication. The library should cooperate in providing reference service to readers beyond the campus, also. The academic library should be self-sufficient for most types of material and should not depend heavily on any other library, even one in its own part of the city or ostan. The library should be able to fulfill the vast inter-library loans. Most of the requests unfilled locally should for research material which can be located through the Iranian Information Network.

9. Building

Successful library service presupposes a functionally designed room or building which can be operated efficiently. The type of building provided will depend on Iranian institutional character and aims, e. g., the residential college having different requirements from the commuter college. Whether in a separate building or not, the library should be centrally located. The building should emphasize maximum flexibility in order to accomodate the many changes in function which the Iranian academic library can be expected to undergo in the next generation. In an adaptable building, one with an absence of interior weightbearing walls, areas may be rearranged with minimum alteration. The entire building should invite use through open stacks, attractive and convenient layout. Library operation should determine the interior layout, exterior features and dimensions.

Each stage in planning a new library building should be initiated and controlled by the chief librarian. He should lead building discussions with college administration, architects, library staff, and consultants. To properly represent all of the diverse interests in such a major project, a library building planning committee should be appointed by the President, and it should make all building decisions. In order to plan a new building properly, it is necessary to study the matter thoroughly

over a period of time. There is considerable English language literature on this subject. Also, through the Institute for Research and Planning in Science and Education, architectural advice may be obtained, and through the Tehran Book Processing Centre, a library architecture consultant may be found. Ideas from the library staff should be considered, also, in particular those staff members who will operate the building. Many modifications of building plans should be expected, so it is important to find an architect amenable to librarians' ideas.

Most Iranian colleges should have one large central library building housing all facilities. This is the most efficient method of housing and operating a library. While the individual faculty library may be able to give its students and faculty members more personalized service, the expense of staffing it twelve hours per day and purchasing for it a separate book collection are considerable. In cases where an entire faculty's classes and offices are located more than two kilometers away from the central college library, however, a separate facility may be justified.

A thorough study of campus development plans is needed, then a program of space requirements, principles of operation, and service should be written. Since it will guide all planning, the written building program is of vital importance. Space needs should be expressed in floor plans accompanying the written program. The program should provide a statement of space requirements and principles of operation and service based on the following factors:

1. Projected student enrollment and teaching staff influence reader space.
2. Projected book stock size and growth influence book stock space.
3. Projected library staff size influence space for service functions and staff welfare.
4. Types of service to be provided.
5. Open shelf access with stacks interspersed with reader space.

6. College educational program, e. g. an increase in curricula increases the need for a large book stock and a larger number of study carrels.
7. Proposed building site, e. g. degree of dispersal of student living accomodations will affect percentage of students to be seated.

Building size will depend on the type of institution served, the instructional methods employed, and the availability of other campus study facilities, also. In general, seating capacity, shelving and work space should be based on anticipated growth over a twenty year period. Any new library should be so located that future expansion is possible. Seating accomodations for at least one fourth of the student body will be essential. Changing concepts of the library's role in the academic community may necessitate an upward revision of this figure. Book shelving space must be sufficient to house the present collection plus normal growth for twenty years. Most Iranian libraries tend to underestimate the shelving space needed for the future.

Efficient library operation entails quarters for ordering, preparation, cataloging, binding and mending, filing, and similar activities. Administrators should have private office space. A staff lounge with simple kitchen facilities is highly desirable. Also, proper housing must be provided for such special materials as current periodical issues, maps, pictures, art books, films, records, and microtexts. Well planned areas must be provided for circulation and reference service, reading rooms, periodical display shelving, display space, listening to recordings and faculty studies. Much of the building's effectiveness depends on proper provisions for heat, light, and air, sound-conditioning, air-conditioning, lighting, and decoration, creating a cheerful and comfortable atmosphere. The building should be attractive and economical to operate, not wasteful of space or built to impress.

Planning should include several versions of the physical layout of each room and each floor. All of the pieces of furniture and equipment should be listed, room by room. Well designed library furniture of high

quality should be provided. A variety of seating types should be available, including tables, carrels, individual desks, and comfortable lounge chairs away from tables. New shelving and furniture should be purchased to follow the specifications developed by the Tehran Book Processing Centre in cooperation with local carpenters.

The following generally accepted space ratios should be used:

a. 2.5 square meters per seated reader
b. 12.5 square meters per staff member
c. 100 volumes per square meter for shelving
d. 750 kilograms per square meter of maximum floor load
e. In addition to space needs for library functions, 40% should be added for building services, washrooms, stairs, halls, ducts, etc. to arrive at the building's gross square meters.

10. Evaluation

Assessing Iranian college library quality is difficult since it involves so many intangible factors. However, nothing is more important to know. One way to measure library success is by a continuous evaluation of the circulation statistics, though these records show only part of library use. Surveys of actual reading at a given time, studies of books not supplied, reference questions not answered, and the character of interlibrary loans are additional bases for evaluation. Another approach to service evaluation is a joint faculty-library staff study which should strengthen the ties between classroom and library. When necessary, the advice of outside experts should be secured through the Tehran Book Processing Centre Planning Department.

Each Iranian college library should be evaluated as part of a general Institute of Research and Planning in Science and Education institutional evaluation, also. An evaluation team should be appointed to visit the library and examine it in person, probably at the

at the same time that the general Instiute team visits the campus. Previous to the visit, the team should request the library staff to complete a questionnaire providing detailed information on recent activities. The team visit should allow a flow up on questionnaire results. Below is a sample Senior College library questionnaire.

To the Chief Librarian:

The following questionnaire must be completed candidly, completely, and objectively. It should cover all libraries supported by the college. Its answers will be supplemented by an evaluation team visit during which the questionnaire can be discussed and further information obtained by observation and discussion. When returning the questionnaire, please send also a separate copy of the college catalog plus copies of all other college publications in the past two years for each of the three team members. The visiting team will examine the records used to complete the questionnaire. Any answers which are not completely honest and accurate will result in failure to pass the accreditation program.

A. Quarters

1. List all central, faculty and departmental libraries together with the bound volume and staff total of each one.
2. Total square meters of library space available?
3. What is the total seating capacity for readers? For staff?
4. Total shelf capacity? Capacity of processing room shelving?
5. Are the library quarters centrally located on the campus? Explain.
6. Is library furniture comfortable and attractive? Explain.
7. Is the library comfortably heated in winter and cooled in summer? Explain.
8. Are the library noise and humidity properly controlled? How?
9. Describe natural and artificial lighting, its control and adequacy.
10. Is the library convenient, quiet, and inviting for students and faculty to use?
11. What evidence exists of student opinion on the convenience and attraciveness of the library? What improvements would they like to see?

12. Describe any plans for new library quarters.

B. Administration

1. Have the college trustees considered and formally approved the library's objectives and basic acquisition policy?

2. Who participates in determining the library's objectives, basic acquisitions policy, and budget?

3. Draw the library's organization chart. It should show supervisory and advisory relationships for all staff members.

4. Is there a faculty library committee? Describe its composition and enclose photocopies of the minutes of its meetings for the past two years.

5. Describe the student library committee, its composition, and enclose photocopies of its minutes for the past two years.

6. List the college faculty and administrative groups of which each professional is a member.

7. About how often are conferences held on administrative and curricular problems between the chief librarian and the president?

8. Are communications good between faculty members and librarians? Explain.

9. Is there a coordinating library department head or administrative committee?

10. Enclose copies of the library's annual report for each of the past three years.

11. Describe the library public relations program.

12. List the name, education, experience, faculty rank, title, and salary of each professional librarian on the staff.

13. List all other library staff members, part-time and full-time, and show the educational level, position level and salary of each one.

14. List all library conferences, workshops, or formal courses in Iran and abroad in which staff members have participated in the past two years.

15. For each of the past two years, show total library expenditures for

    a. Personnel (divide between professional, nonprofessional, and student)
    b. Books
    c. Continuations
    d. Periodicals
    e. Binding
    f. Audio-Visuals
    g. Equipment and furniture
    h. Supplies

16. Should the library budget be increased, and if so how much and for what purpose?

17. Enclose copies of all administrative control forms used, such as the following:

    a. Daily circulation statistics record
    b. Reference statistics record
    c. Book acquisitions and cataloging statistics
    d. Budget statement of expenditures
    e. Reading room use record
    f. Inter-library loans
    g. Photocopies made

18. Are the library's records well designed for analysing and improving service? Explain.

19. Is an up-to-date library policy and procedure manual available?

20. Explain the basic acquisitions (not selection) policies now in effect.

21. Explain the basic cataloging policies in effect.

22. List several book and serial selection tools used regularly.

23. List several acquisitions tools used regularly.

24. List several cataloging tools used regularly.

25. Explain how preparation for the shelves is done.

26. Enclose samples of all processing forms and cards.

C. The Collection

1. Number of volumes cataloged and fully prepared for use?

2. Number of volumes added and weeded out during each of the past three years?

3. Number of serials currently received, by Dewey Decimal or Library of Congress subject divisions?

4. What are library objectives and policies regarding

   a. The nature of the basic book collection?
   b. Selection of current publications?
   c. Selection of older materials?
   d. Selection of periodicals?
   e. Selection of Continuations?
   f. Selection of special collections and manuscripts?
   g. Selection of audio-visual materials?
   h. Selection of foreign materials?
   i. Selection of Iranian materials?

5. What is the library's book selection policy in suchareas as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies, fiction, the acceptance of gifts, etc?

6. When and by whom were these policies developed and adopted?

7. The collection should be checked against two organized bibliographies, one in Persian and one in English or French. The evaluation team will specify the bibliographies to be used.

8. What percent of the collection is on open shelves?

9. Is the librarian closely in touch with curriculum development and faculty planning, so he can anticipate instructional and research material needs? Explain.

10. What is being done to fill in gaps in the basic collection?

11. How active in each department in recommending books for purchase? List those most and least active.

12. In your opinion, is the library collection sufficiently broad, varied, and up-to-date to support every part of the instructional program well? Explain. In what areas it is strongest? Weakest?

13. Is the collection in each subject area extensive, attractive, and accessible enough to tempt students to read beyond their assignments?

14. Is the library buying enough new books to keep abreast of scholarly advances in each field of instruction and research which concerns the institution? Explain.

15. Is the periodical list comprehensive, well balanced, and intellectually stimulating? Give examples.

16. What percent of the titles covered in the Irandoc Abstract Bulletin in Science and Social Science are current subscriptions?

17. What provision should the library make for recreational reading? What provision is it making?

18. Are obsolete books continuously being pulled out and discarded, with faculty help, to keep the collection solid and current? List several titles recently weeded.

19. Are interlibrary loans and the resources of nearby Iranian collections being used advantageously, yet not as a substitute for this library's proper development? How?

D. Service

1. Total college enrollment broken down between undergraduate and graduate, in full-time equivalents?

2. Circulation figures for the past two years broken down by two week, reserve, faculty, undergraduate and graduate student?

3. List the library's hours of opening for eachday of the week during both winter and summer?

4. Number of hours per day during which a professional librarian is working at a public desk?

5. Is the library open with competent professional help available at the times when students and faculty can conveniently use it? Explain.

6. How much do the librarians, the faculty library committee, and the facultyknow a bout the way and the extent to which the library is being used?

7. What parts of the collection are being used most effectively? Least effectively? Can any relation be traced to the type of teaching? What?

8. How many classes and instructors have visited the library together to study material in the past two years?

9. Number of reference questions answered in each of the past two years?

10. Number of bibliographies prepared for students and faculty in each of the past two years? List sample bibliography titles.

11. Number of inter-library loans sent and obtained in each of the past two years and from what source?

12. Has assistance been given to faculty members in developing courses? Describe several examples.

13. What faculty members have been assisted in research work? Explain.

14. Is the staff providing the instructional, reference, and bibliographic service which the student and faculty need in order to take full advantage of the library's resources? Demonstrate.

E. Sources of Supplementary Information

a. Bibliography

American Library Association. Guidelines for College Libraries, Chicago, Draft, November, 1970.

American Library Association. ACRL Committee on Standards. Standards for College Libraries. Chicago, 1959.

American Library Association. ACRL Committee on Standards. Standards for Junior College Libraries. Chicago, 1960.

Association of Teachers in Colleges and Departments of Education and The Library Association. College of Education Libraries; Recommended Standards for Their Development. London, ATCDE and the Library Association, 1967.

Canadian Association of College and University Libraries. Guide to Canadian University Library Standards. Ottawa, 1967.

Deale, Vail, "Trends in College Librarianship," Library Trends XVIII (July, 1969), entire issue.

International Federation of Library Associations. University Libraries Sub-Section. Conference, 1969, Copenhagen. Standards in University Libraries, by K. W. Humphreys.

Lyle, Guy, College Library Administration. New York, H. W. Wilson Company, 1961.

Mansourzadeh, Afsar, Iranian Library Procedure Manual. Tehran, Irandoc, 1971. (in Persian) (in press).

Middle East Association of Colleges and Secondary Schools Commission on Institutions of Higher Education. Evaluating the Library. New York, 1958.

Wilson, L. W. and Tauber, Maurice. University Library Administration. New York, Columbia University Press, 1956.

Withers, F. N. Standards for Library Service, Paris, UNESCO, 1970.

b. Library Schools, Associations, Glossaries and Academic Libraries

Iran has three library schools: (1) the University of Tehran Faculty of Education Department of Library Science offering a Masters degree and an undergraduate minor; (2) The University of Tabriz Teachers Training College offering a Bachelors degree; and (3) Iranzamin, the International School, Tehran, offering a junior college diploma. The Iranian Library Association, P. O. Box 11-1391, Tehran, and the Association of College and Research Libraries, 50 E. Huron Street, Chicago, Illinois 60611, USA can provide helpful information. This document's library vocabulary is defined in Persian in the University of Tehran Central Library English-Persian Glossary of Library Terms, Tehran, 1970.

The following are examples of superior Iranian academic libraries which will repay a visit:

a) University of Tehran Centre of International Affairs Library.
b) Pahlavi University Faculty of Medicine Library, Shiraz
c) Pahlavi University Faculty of Engineering Library, Shiraz
d) Pahlavi University Faculty of Arts and Sciences Library, Shiraz.

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TABLE I

Minimum College Library Book Stock and Staffing Standards

Materials Collection	25000 vols.
Annual Book Acquisition Rate in Useful Volumes per Full-time Student	1.5
Current and Appropriate Serial Titles Received per 1000 Full-time Students	250
Total Staff Members per 100 students	8
Staff % Professional	10%

T A B L E 5.

Four Year Iranian College Library Organization Chart